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Guidance




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The statements in this guideline which appear in italics constitute the policy of the Ministry of Education that provides a framework within which guidance services can be planned for all students in the Senior Division and sets out parameters within which a Career Development Course can be developed for credit towards the Secondary School Graduation Diploma.

This publication supersedes the Senior Division section of Curriculum I:3 and S:5 – *Guidance: Intermediate and Senior Division*, 1968.

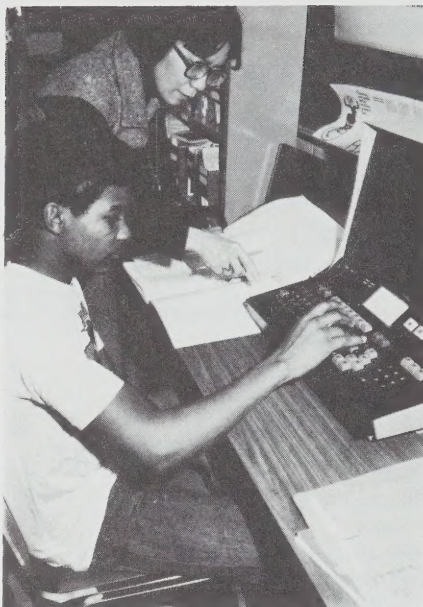
The school has a responsibility to assist students in making informed decisions leading to productive and rewarding lives. Guidance is an educational process designed to help students to a better understanding of themselves, the opportunities available to them, and their social responsibilities. An effective school guidance program calls for the assistance and co-operation of all school personnel, the home, and the community.

The goal of guidance services in the Senior Division is to assist students to develop into integrated, competent, and socially responsible persons by enabling them to gain greater insight into their potentialities and limitations; encouraging a positive self-image; and achieving and maintaining an appropriate level of academic and personal growth.

In pursuing this goal, it is important that students have opportunities to increase:

- self-awareness through an understanding of their own abilities and areas of competence, interests and values, as well as personal characteristics that are important in making career decisions;
- planning and coping skills through an understanding of personal decision making, in order to meet different life situations and carry through the procedures involved in planning, from secondary school to post-secondary education, training programs, or employment;
- career awareness through an understanding of career and advancement opportunities, and the life-styles reflected in different types of work;
- educational awareness through an understanding of educational opportunities and learning environments in specific institutions and programs, and the relationship between career choices and educational requirements.

The role and function of the counsellor in secondary schools must reflect the constant changes in the social fabric. In developing guidance programs at



the local school level, serious consideration should be given to the following:

- the use of group techniques to provide guidance services;
- a computer service to provide more assistance to students, e.g., Student Guidance Information Service;
- career development through the examination of career situations;
- understanding and awareness of the limitations imposed by sex stereotyping;
- opportunities to develop life skills through a range of experiences and activities;
- the use of a wide range of resources such as teachers, parents, students, community services, unions, and business and industry to supplement the knowledge and expertise of counsellors;
- through direct intervention helping to prevent students from making inappropriate career, educational, or personal decisions.

Guidance services in the school must be available to prepare students for the crucial stages in their lives when they must decide whether to begin employment, seek further education, or combine the two. These decision points occur in the context of constant change, for example, increasing urbanization, the impact of science and technology, the redefinition of the roles of women and men, escalating inflation and consequent growth in incomes, and increased life expectancy. These changes affect students' lives and guidance has an even greater role in helping them to make appropriate decisions.

The role of women in society today deserves particular attention by the school. Women are changing their attitudes and their expectations. Everyone, therefore, must examine possible biases in relation to the contemporary female student in the context of changing conditions and attitudes.

In planning a comprehensive guidance program, the principal and the staff are faced with the formidable task of agreeing on desired outcomes and of sifting through the mass of available information to identify the most appropriate strategies. Programs in guidance based on a systems approach can provide a comprehensive model for program design, implementation, and review that will ultimately result in a program tailored for the students. Two systems planning models are described in detail in this document (see page 9).

Two fundamental guidance services include: providing students and others with up-to-date, accurate information related to careers and education; and counselling, available to the students whenever the need arises.

The counsellor must treat in confidence that which is disclosed during a counselling session. An interview may reveal, however, a situation dangerous to the student or to society. In such instances, the counsellor should attempt to persuade the student to pass on the information to the right quarter or, failing that, point out to the student that the information is not a privileged communication, and that the counsellor may be required by law to divulge it to law enforcement officers. In any case, the counsellor has a responsibility to inform the student as to the action that may be taken.



Basic guidance services can be most effectively realized through the implementation of: Career Planning and Life Skills; Educational Planning; Personal Counselling; Interpretation of Standardized Tests; Program Co-ordination; and Community Liaison.

Career Planning and Life Skills

The objective of the career planning and life skills aspect of guidance programs is to provide students with opportunities to explore, simulate, and evaluate career situations leading to the development of realistic career decisions and useful life skills.

Through this process, students should gain insight into their potential and realize that the development of this potential is a lifelong process. They should also be helped to understand more fully the relationship between work, careers, and life-styles, so that the knowledge gained can provide a basis for decision making. It should become apparent to students that it is sometimes difficult for people to find a means of self-actualization in work. To compensate for this, they should be helped to look at alternative ways of reaching their innate potential.

Some strategies to achieve this objective are:

- to establish a credit course in career development (see page 9);
- to establish mini-courses on career development themes;

- to establish a career information centre;
- to invite career representatives from the community to meet with students;
- to utilize community resources for visits to community agencies, post-secondary institutions, and business and industry;
- to encourage in-service education programs in the area of career development;
- to encourage teachers to incorporate aspects of career development in subject disciplines.

Educational Planning

The objective of educational planning is to provide students with opportunities to set educational goals consistent with their intellectual abilities, interests, and desires.

Some strategies to achieve this objective are:

- to develop an educational resource centre;
- to initiate orientation meetings with students, parents, and elementary school teachers;
- to arrange meetings with representatives of post-secondary institutions for students and parents;
- to enlist the support of staff to make use of and contribute to student records;
- to acquire and use a variety of tests and interest inventories;
- to assist students in developing skills in planning, decision making, and evaluating.

Personal Counselling

The objective of personal counselling is to provide each student with opportunities to develop and reinforce a positive self-image and to explore ways of coping with personal and interpersonal concerns.

Some strategies to achieve this objective are:

- to encourage students to drop in at the guidance office even if they don't have a prior appointment;
- to provide an opportunity to discuss a student's individual concerns and to explore with the student ways of coping with the same;
- to assist students to develop a personal set of values through valuing exercises and individual and group counselling sessions;
- to encourage students to participate in in-school and out-of-school activities;
- to enlist the support of teachers and other school staff to provide consultation to individuals, and groups of students;
- to initiate a peer counsellor program where students are trained to provide some individual and group counselling to their fellow students;
- to assist students in developing and practising skills necessary for becoming effective group members.

In order to provide stimulation and encouragement to parents in dealing with their children, the counsellor can initiate family counselling seminars. Parents can learn more effective ways of communicating with their children in the areas of behaviour, problem solving, and value conflicts.

Interpretation of Standardized Tests

The objective of the interpretation of standardized tests is to acquaint students with information provided by testing in such areas as achievement, interests, aptitudes, and self-appraisal.

Some strategies to achieve this objective are:

- to provide a booklet that tells students and parents about tests available in the school;
- to provide opportunities to interpret test results to students;

- to encourage students to share test results with parents;

- to help students consider the implications of test results in making relevant plans and setting personal goals;

- to assist in providing in-service sessions for teachers on the assessment and interpretation of aspects of student growth and development.

In order to foster maximum understanding and usefulness, any test will require the active collaboration of the student. The interpretation of test results will help the student to identify possible solutions or steps to be followed.

Program Co-ordination

The objective of the program co-ordination activity is to provide students with opportunities to communicate directly with counsellors, teachers, administrators, special services staff, and the personnel of social agencies and institutions external to the school.

Some strategies to achieve this objective are:

- to encourage teachers to discuss the educational and career possibilities of specific subjects with students, particularly at selection time;

- to involve subject teachers in discussing secondary school programs with Intermediate Division students;

- to inform the students and staff about the services provided by school board personnel such as attendance counsellors, assessment teachers, and psychologists;

- to assist new students or those requiring special education services to adjust to unfamiliar situations;

- to meet regularly with teachers so that some of the information required by students may be available from all staff members;

- to serve as a resource person for students desiring information about or referral to institutions and agencies, either educational or social;

- to assist in the co-ordination of study visits to business, industry, and educational institutions;

- to gather, evaluate, and disseminate career and educational information through the media;

- to assist with workshops planned to help parents and teachers;

- to co-operate with teachers in devising methods of helping students to learn how to study;

- to assist in organizing case conferences in co-operation with school support staff and teachers.

Community Liaison

The objective of community liaison is to provide students with opportunities to use community resources effectively and to learn what contributions they can make for the benefit of both the community and themselves.

Some strategies to achieve this objective are:

- to provide opportunities for students to gain experience with agencies that handle community social problems;

- to prepare a comprehensive list of community resources related to social problems;

- to organize periodically a community resources night for staff, students, and parents;

- to provide up-to-date information on adult and family counselling, the courts, welfare, law enforcement, and mental health treatment centres;

- to arrange visits to community agencies for counsellors and students.

This section of the guideline describes the framework within which a guidance program is to be developed for students in the Senior Division.

Through seminars, workshops, mini-courses, individual and group counselling, and other strategies, guidance personnel can respond to the individual life-planning needs of students.

Self-Awareness

Self-awareness is useful to the student both in achieving a fuller enjoyment of life and in pursuing a satisfying career. Self-awareness is being “tuned-in” to one’s inner self, and to other people. It means, in general, to be aware of one’s uniqueness, understand one’s strengths and weaknesses, and to have a degree of perception and sensitivity.

Self-awareness will help students to realize what activities they like and why they excel in them, what environmental influences shape their lives, what goals seem relevant, and what purpose they see for their lives.

Self-awareness studies will enable students to:

- develop greater acceptance of self, trust in others, and increased skills in communicating and responding;

- understand and use the concept of role as a way of learning about themselves;

- understand, accept, and respect their own individuality, both in terms of past learning and future development and growth;

- establish tentative, personally relevant goals based on an understanding of themselves;

- recognize the relationship between their interests, aptitudes, and achievements and their life and career goals.

The Valuing Process: Developing a Personal Value System

Values may be defined as those qualities which the individual and/or society consider important as principles for conduct and as major aims of existence. They are a basis for decision making and have a significant impact upon the nature of interpersonal relationships. Accordingly, the study of values should be an important component of a guidance program, and be integrated in such a way that values inquiry is a continuing aspect of the program rather than a discrete unit of study.

In helping each student develop a value system, the teacher must keep in mind that values may be consciously selected or unconsciously acquired. *The guidance counsellor's task is to help each student consciously develop a clear set of values by assisting the student in learning a process of valuing which then becomes the focus of the values inquiry aspect of the guidance program. It is hoped that each student will:*

- become aware of the existence of values;
- identify value alternatives and their consequences;
- select personal values from the alternatives;
- internalize the values selected;
- act in accordance with the values selected.

This process of developing a value system should preclude both indoctrination and the imposition of value positions. The counsellor should provide the context in which various value positions and their alternatives can be examined, and counsellor and learner alike can be free to contribute their ideas for scrutiny.

The following must be considered and included in any planning for values inquiry:

- an open environment in which both the priorities of a concerned society and the integrity of the individual are recognized and respected;
- raising open-ended value questions;
- the continual interaction of cognition and affect in the process of valuing;
- inquiry into, and understanding of, a wide range of value alternatives and their consequences;
- the use of reasoning, based on evidence in making decisions.

Studies in values inquiry will enable students to:

- recognize the role and importance of values in decision making;
- identify value issues implicit in human relationships;
- recognize value conflicts, and respond logically and independently to value questions;

– choose values freely from among alternatives after thoughtful consideration of the consequences of each alternative;

– act upon value choices in consistent and skilful ways.

Career Awareness

Students should receive as much help as possible in making their career choices. Career awareness is directed towards assisting students to learn how to choose; the actual choice of a career is not necessarily the goal of these studies.

The objective of teaching career awareness should be to show the students that:

- career selection is a highly individualized process which develops over a period of time, and normally crystallizes at the senior level of secondary school;
- social and economic conditions influence career choice;
- personality variables, interests, and intelligence are determinants of a realistic career choice;
- a career choice may quite possibly change before it is actually adopted;
- theories of career development and occupational choice explain how individuals choose occupations and why they select and enter different occupations;
- the very fact of having a career plan relieves anxiety and gives them confidence in themselves.

Career awareness studies will enable students to:

- make more realistic career choices through an understanding of their personalities, goals, values, and the needs of society;
- know their position in a career pattern and what the next stage might be;
- understand career relevancy in their school subjects so that they are better motivated to achieve;
- recognize the importance of accurate information in making wise decisions at each stage of their career development.

Life-Style and Personal Satisfaction

Students have to realize that they will be required to make decisions about their life-style and roles throughout life. They will have to consider:

- what contribution they can make to the economic life of society;
- their role as members of a family group;
- to what extent they can participate in the life of the community;
- to what extent they can participate in the avocational activities of society;
- their role in the aesthetic, religious, and service organizations within the community.

Although many young people are sincerely concerned about these important decisions, they need assistance to sort out personal life-style patterns because of the apparent contradictions that they come across in the society of which they are a part.

An individual's personal satisfaction with the career he or she obtains is a major goal in any career development program. The following dimensions are indications of personal job satisfaction:

- satisfaction with career plans;
- continued self-improvement through education and work;
- success in obtaining and holding a job;
- economic self-sufficiency;
- becoming established in a satisfactory occupation;
- sympathetic and supportive supervisors.

Understanding the above dimensions can lead students to approach career development with new insights.

Studies in life-styles and personal satisfaction will help students to outline their philosophy of life and select a consistent pattern of related choices.

Creativity

Creativity training seeks to open the mind to new and alternative perceptions of situations and objects.

The purpose of any study in creativity would be to:

- introduce a variety of techniques for attacking problems creatively;

- demonstrate to students that they have more creative ability than they ordinarily put to use;
- enable students to overcome the barriers to creative behaviour.

Creativity studies will enable students to go through a creative process in producing new ideas and solutions to problems by approaching them from different perspectives.

Planning and Decision-making Skills

It is necessary to help young people acquire problem-solving skills in order that they can make the many decisions concerning their occupational, educational, and personal lives in an effective way.

The purpose of studies related to planning and decision-making skills should be to teach students:

- a strategy for solving problems so that they can make wise and effective decisions;
- how to apply a problem-solving strategy to their own academic, personal, and vocational problems.

Studies in planning and decision-making skills will enable students to:

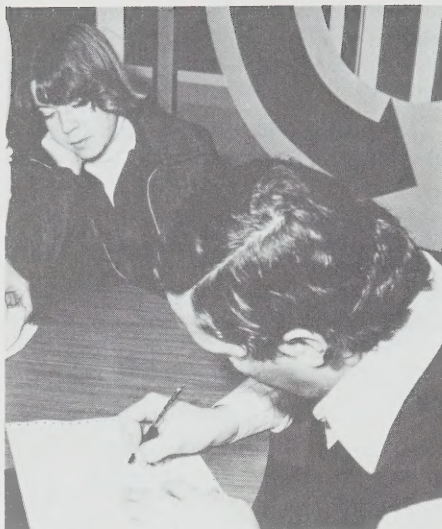
- *select and apply a problem-solving process to a given problem;*
- *weigh alternatives that affect their career decisions and select those that are consistent with their values and goals;*
- *identify, gather, assess, and use resource information as part of the process of clarifying goals and making career decisions.*

Economic Awareness

An awareness of the economic life of Canada will help students to become familiar with the relationship between occupational roles and the changing economic world in which they live.

The purpose of any study in this area should be to help students to:

- comprehend the wide range of social and economic benefits associated with various careers, in addition to financial benefits;
- understand some of the complexities of money management and personal budgeting;
- become knowledgeable about current economic trends and understand the possible effects various trends and changes may have on their career plans;



- become aware of the economic forces that influence governments, corporations, and unions.

Economic awareness studies will assist students to:

- *appreciate the fact that individual life-styles must take into account economic realities;*
- *realize the complexities of the economic structure.*

Communication Skills

Studies focusing on the development of communication skills should help students to:

- recognize and understand the importance of good communication skills in career situations (e.g., job interviews), and in everyday life;
- improve specific verbal and non-verbal communication skills;
- listen more effectively in order to understand the feelings, thoughts, and expectations of others.

Communication begins with listening. Students often believe that their problems could be resolved if other people would only listen to them. In fact, the beginning of the solution to the problem is for the students to improve their own capacity to listen.

The ability to listen can be cultivated. Listening must focus on the other person, not just on what the other person is saying. It is listening in such a way that other people feel that they have been heard.

Listening skills (such as eye contact, physical attention, and verbal following) can be taught, as well as the more complex skills such as selective attention to emotions, interpretations, and direct sharing of experience.

The study of communication skills will increase the students' ability to:

- *express verbal and non-verbal feelings;*
- *identify roadblocks to communication;*
- *express their feelings and thoughts to others more honestly;*
- *identify behaviour that can be used to improve listening effectiveness.*

Educational Awareness

Students should be aware of the variety of educational opportunities available to them, and how these opportunities relate to their understanding of their own abilities, interests, values, and goals.

Studies focusing on educational awareness will help students to become aware of:

- the opportunities and requirements for both formal education (university, college, private training, on-the-job training, etc.), and informal education (recreation programs, special interest courses, library information, etc.);
- education as a life-long process;
- methods of financing their education.

The activities related to this topic of study should involve the process of thinking, feeling, and acting. It is important for students to understand that some educational experiences, for example, university and college, are not necessarily superior but that the best educational experience is the one that permits the full development of their potential.

Educational awareness studies will enable students to:

- *read and understand post-secondary calendars and brochures that explain the various opportunities for further education and financial assistance;*
- *complete application forms for admission to educational programs and for financial assistance as required;*
- *identify opportunities for expressing their abilities, interests, values, and goals outside the formal educational structures;*



– articulate their educational choices and express positive feelings about those choices;

– recognize the significance of education (i.e., the development of language, computational and reasoning skills, and the mastery of content knowledge) as a primary means of achieving career and life goals.

Work and Employability Skills

Although the prime emphasis of “work” is on paid employment, it should be noted that work also refers to other activities including the work of students as learners, voluntary workers in society, the work of full-time home-makers, and those activities in which one engages as part of leisure and recreation.

The purpose of the study of work and employability skills is to motivate all individuals to engage in work that is satisfying to them and beneficial to society, and to acquire the skills necessary for work.

Students should know what skills they will need in order to pursue the careers of their choice, so that they can decide whether their choices are realistic or not.

Any study of work and employability skills should be designed to help students to:

– understand the meaning of work and its place in our society;

– relate their own abilities, needs, and attitudes to careers;

– acquire information about specific careers, their characteristics, requirements, and environments;

– acquire work experience in areas of interest;

– undertake purposeful career planning, including job-search techniques;

– see the relationships between what they are being asked to learn in school and the world of work.

Career development focuses on useful orientation skills that are of value in a wide variety of work settings, rather than on skills that are specific to one or only a few jobs. Emphasis is also placed on accurate self-evaluation, realistic attitudes towards work, and the importance of continuous planning.

Close liaison with business and industry is necessary if career development is to be realistic. Guest speakers, student visits to business and industry, work experience and community involvement programs can help students become more realistic in their approach to work.

The study of work and employability skills will help students to:

– make career decisions;

– practise more effective work habits;

– have a more positive attitude towards work and school;

– demonstrate the necessary skills to apply for, and obtain a job, such as preparing an application résumé and conducting themselves at interviews.

Leisure

Since most Canadians have at their disposal an increasing amount of leisure time, the demand for services related to leisure activities keeps growing.

Students should be made aware of career opportunities in the travel, vacation, hobbies, and other related industries that have expanded due to

the increase in leisure time available, such as:

- hotel and motel management, service and administrative positions;
- travel-related jobs;
- careers related to expressive and communicative arts;
- sports and related physical education activities;
- hobbies and recreational programs;
- recreation for retirees.

Another aspect of leisure awareness is its relationship to self-awareness and careers. Trying out various leisure activities, such as photography, bird-watching, painting, sports and physical activities, writing, cooking, and reading, can enhance the individual's awareness of his or her surroundings as well as give valuable clues about possible connections between these activities and career choices.

Students should be encouraged to participate in leisure time activities that may offer alternatives, growth (mental and physical), relaxation, and insight.

Studies in this area will help them to:

- plan to make constructive use of leisure time in the future;
- understand the relationship between leisure, interests, and possible career choices.

Leisure studies will enable students to:

- make decisions about occupational choices based on their knowledge of the relationship between leisure time and careers;
- make plans about selecting possible leisure activities that they will pursue in the future;
- become familiar with some careers that will be in demand in leisure-related fields.

On-the-Job Experiences

Students can benefit from a clear perception of the world of work while they are still in school.

Experience in this area can help students to:

- test out and use skills acquired in school;
- meet persons significant to them outside the family and school;



- gain work experience;
- understand the way in which occupations and careers relate to the goals, needs, and functions of society;
- understand that a career involves progression through stages of preparation for, and the performance of occupational roles.

As a practical dimension of career exploration, on-the-job experiences can be useful both as a motivational factor and as a way of clarifying work perceptions.

On-the-job experiences will enable students to:

- describe the day-to-day activities of at least one job;
- articulate their understanding of the demands and requirements of at least one job activity;
- obtain at least one reference for future job applications;
- give a clear statement of the personal needs satisfied by the job activity.

Personal Development and Leadership Training

A comprehensive guidance program should develop the students' understanding of the stages of personal development, and of their skills in working in groups.

In many modes of living today, the individual is called upon to work in groups or is given specific responsibility to lead a group. Effective planning and decision-making groups function better

when members possess skills in the following areas:

- listening actively and critically;
- understanding the needs of the members;
- co-operating with other members;
- giving and receiving suggestions;
- exercising various functions in the group depending on the circumstances;
- assessing the groups's progress or lack of it;
- being concerned with getting the task done as well as being attuned to the feelings of the members.

These studies, being particularly concerned with life skills, can be a stimulating and helpful dimension of a career course, and can enhance one's functioning in a variety of group settings. They should be planned carefully, in order to accommodate the students' wide differences in interests, abilities, and values.

Students should discover that some careers in particular demand good interactive and human relations skills. They include public relations, personnel, advertising, sales, teaching, social work, various personal service careers such as flight attendant, and various public service careers in law enforcement and politics.

Personal development and leadership training can also be the foundation for a training program for peer counsellors and student government leaders.

Studies in personal development and leadership training will enable students to:

- increase their skills in working in groups;
- express their ideas and feelings in group situations;
- examine the progress of a group and assess any barriers that may be impeding its functioning;
- listen actively and give and receive feedback in small groups.

Credit Course in Career Development

Where a school has the necessary resources and personnel, up to a full credit course in career development could be organized in the Senior Division.

Where such a course is offered for credit, it must include self-awareness, planning and decision-making skills, career awareness, and educational awareness as its core components. In addition, some other components discussed in this chapter can be included. The course should be designed to help individuals with the process of planning their own future by working on short- and long-term goals.

Although the guidance counsellors will be responsible for developing and teaching the credit course, the involvement of others, such as representatives of business and labour should be encouraged. Curriculum planning and teaching this course will give counsellors an opportunity to become involved in classroom instruction.

On completing the career development course, students should have acquired:

- increased understanding and acceptance of self and others;
- increased awareness of a wide variety of career and educational options;
- increased abilities in decision-making skills;
- the ability to devise a specific, but flexible, plan of action related to the pursuit of future goals, bearing in mind their increased knowledge about themselves and the world of work.

It is anticipated that credit will be awarded when a student has met the requirements set out in the course description, and has demonstrated an understanding of the specific objectives outlined in the various areas of the course, particularly those described as core components, i.e., self-awareness, planning and decision-making, career awareness, and educational awareness.

A systems approach can provide a comprehensive model for design, implementation, and review that will ultimately result in a program tailored for the students. Two systems planning model are described below.

1. Needs Assessment Model

The systems approach involves the following steps:

- A. Needs assessment
- B. Development of goals and objectives
- C. Identification and selection of guidance strategies
- D. Program implementation
- E. Program evaluation
- F. Program modification and, improvement

A. A needs assessment study is intended to help the guidance staff identify and rank the most relevant needs of students so that a program can be responsive to them.

The first step in needs assessment is for the guidance staff to develop a number of statements that reflect possible students' needs. Some examples might be:

- I need to become aware of my feelings and understand how they may affect my behaviour.
- I need to be able to make more effective notes in class.
- I need to know how personal values relate to decisions about a career.
- I need to know what I can do now to prepare for work that I want to do in the future.
- I need to know what might happen in the future that will affect my career.

A comprehensive list of needs can be used as the basis for a survey of a number of groups such as students, teachers, counsellors, and parents. These groups are asked to rate the importance of the stated needs. The results of the needs assessment provide the basis for developing a program and lead directly to the second step.

B. The needs assessment study can be used as the basis for developing guidance program aims and objectives at the local level. For example, the needs statement *I need to become aware of my feelings and understand how they may affect my behaviour* would translate into an aims statement: *Students will identify their feelings and will understand how feelings affect behaviour.*

Objectives that flow from the aims statement are statements of the actual behaviour, knowledge, and/or attitudes that students will develop as a result of the program. At this stage, the accepted levels of performance should be developed for evaluation measures. To continue the example above, an objective might be: *Students will be able to give three examples of situations in which their behaviour was influenced by their feelings of anger.*

C. Once aims and objectives have been developed on the basis of needs assessment, the guidance staff, with the assistance of teachers, students, and parents can identify appropriate strategies. The following is a list of some guidance strategies:

- achievement motivation training
- case studies
- research projects
- role playing
- simulation and games
- computerized educational and vocational information (SGIS)
- values clarification

It is important to note that strategies are selected according to their usefulness in achieving the stated objectives that evolved from the needs assessment.

D. The guidance staff then examine the ways in which the program could be implemented. Available staff, time resources, and administrative support would be assessed. The following are some program examples:

- credit course in career planning
- group guidance classes
- mini-courses
- noon-hour programs
- work experience and/or community involvement program
- visits to business and industry
- displays
- newsletters
- career days
- career club
- outside speakers
- junior achievement clubs

E. Program evaluation is a key step in the systems approach. The guidance staff can evaluate each aspect of the systems approach as follows:

Context evaluation: Review the method used in gathering information on needs assessment. For example, was the sample too small?

Input evaluation: Review the guidance methods used. For example, were the noon-hour programs not publicized enough?

Process evaluation: Evaluate on an ongoing basis throughout the year. For example, program effectiveness was assessed after each of the six mini-courses presented.

Final product evaluation: Focus on the success of the program in meeting the stated objectives. For example, it was discovered that the community involvement program was particularly successful because of the help from an agency placement service.

F. The final step is program modification and improvement. After evaluation, the guidance staff will change and modify the program to increase future effectiveness. This continuous process will ensure that the program remains dynamic and responsive to change.

2. Systems Model for a School Jurisdiction

In this model, a meeting is held with guidance representatives from each school, and all guidance services that students should have opportunities to receive are listed. The list is refined and circulated to guidance departments to help determine school priorities. These priorities may be established by means of surveys, interviews, through an advisory committee, or a combination of these methods. By the same process, guidance services in each school are examined for constraints, such as lack of personnel or shortage of funds.

The guidance staff, together with other members of the school staff, will decide on action plans and desired results for each of the priority items. Decisions are then made concerning the delivery system (activities, methods, procedures, materials, etc.) for each service and the personnel to be involved.

An evaluation scheme is devised by the staff to estimate the effectiveness of the various services, and to identify needed improvements. Programs would be modified on the basis of feedback from clients and others.



The following list is one example of a school jurisdiction's tentative list of objectives that all students will have the opportunity to experience. Individual schools will modify the objectives to meet their unique situations and constraints.

A. Educational Planning

Each student will:

1. Learn how to select appropriate courses or programs
 - a) through secondary school, and
 - b) at the post-secondary level.
2. Learn how to organize time effectively by
 - a) developing study skills, and
 - b) establishing priorities for leisure time activities.
3. Gain a knowledge of educational opportunities open to them by
 - a) exploring alternatives at all levels,
 - b) understanding financing of one's education, and
 - c) knowing application procedures.

B. Career Planning

Each student will:

1. Become involved in the process of selecting a career area in terms of
 - a) the broad range of opportunities, both immediate and long-range,
 - b) specific training required, and
 - c) the use of human and material resources.

2. Gain a knowledge and understanding of basic aptitudes and interests through
 - a) interpretation of standardized test scores,
 - b) experience in on-the-job situations, and
 - c) relating to personal experiences.

3. Learn how to secure an entry job.

C. Personal Development

Each student will:

1. Obtain counselling assistance with matters of personal concern, such as
 - a) coping with crisis situations,
 - b) defining problems and exploring alternatives, and
 - c) taking appropriate action.
2. Develop decision-making skills.
3. Examine and clarify personal values.
4. Improve ability to interact with other people.
5. Have experiences in helping others.
6. Develop a positive self-image.

D. General Services

Each student will:

1. Become aware of the availability of school board and community services.
2. Have access to the guidance office as a "clearinghouse" for information.
3. Have access to an ombudsman-type service within the school.

Guidance and Counselling Strategies

The activities listed in this section are meant to serve as examples of strategies that may be used. They should not be considered all-inclusive.

Self-Awareness

Developing a self-appraisal checklist is one way of gaining an estimate of the students' current rating of themselves. There are many such commercial lists available. In the statements below, the students circle the numbers that best identify their own characteristics:

- a) Understanding why I do what I do:
No understanding Complete understanding
1 2 3 4 5 6 7 8 9
- b) Willingness to trust others:
Completely suspicious Completely trusting
1 2 3 4 5 6 7 8 9
- c) Awareness of the feelings of others:
Completely unaware Highly aware
1 2 3 4 5 6 7 8 9

After completing a number of such statements, the students work in pairs and discuss their ratings. Following the discussion, they may wish to alter their ratings to reflect more accurately their own characteristics. The counsellor could also use the list as a type of needs assessment to give direction to future lessons.

The Valuing Process: Developing a Personal Value System

Speculating: Having students write their own obituaries is a useful exercise to help them discover who they are, what they want, what they can offer, and what options are available in making career decisions.

Role playing: Have the students do a role-playing exercise related to career planning. For example, a job interview.

Continuum: Using the concept of individual freedom, develop a continuum exercise in which students would:

- identify possible positions one might take toward individual freedom, ranging from absolute conformity at one end to licence at the other. Students ought not to select their own positions at this time;
- identify consequences for the individual and for society of each position selected;
- examine real situations (perhaps taken from the newspaper), in which individual freedom has been a value issue;
- relate this evidence to the positions and consequences identified above;

- select their own individual positions on the continuum after reflecting on the evidence.

Career Awareness

Students are not highly motivated by a formal presentation of career development theories. The following approaches are suggested to stimulate student involvement in learning the theories. In the first activity the students should find an adult who will tell them the plain truth about his/her educational and vocational history from early childhood to the present. The adult should tell the student how he or she made each of the decisions that led to his/her present position. The student should write a detailed report on a form that lists the time segments, the activity, and the reasons for decisions. The reports may be presented orally in class.

It will be evident that some decisions discussed in interviews may have resulted from careful planning, some from boredom, some from the lack of information, and some from pure luck or chance. Out of all these reports, the students will detect a pattern that indicates life stages and they can ascertain their own positions on this continuum.

For a second activity, students might invite two or three adults (one per class period) and ask them to trace their own career development from the earliest career choice, or possibly from childhood, up to the present. Students should be prepared with a series of specific questions before the guests arrive, so that they may make a chart indicating all educational and vocational choices and reasons for each choice. Adults chosen must be completely candid about how they were influenced to make choices.

In a third approach to this topic, students could tell the class:

- their early plans;
- recent modifications of plans and reasons for changing;
- their present and future plans.

All three activities described above are excellent lead-ins to the theories of career development of Super, Holland, Roe, Ginzberg, and others.

Life-Styles and Personal Satisfaction

The following is a sample of activities that illustrates a case-study approach:

A young person, after careful introspection about a philosophy of life and exploration of the world around himself/herself becomes actively concerned about the protection of the natural environment. After deciding that he/she has the necessary aptitude and interest, the student explores the various careers that will help to restore and preserve a clean, healthy and safe environment for all living things.

The student discovers that environmental workers will be in great demand in the years ahead. To help narrow down the area of interest, the student looks into the four main areas of the environmental field with some examples of jobs in each area:

- Pollution prevention and control: air analyst, chemist, radiation monitor, sewage plant operator.
- Disease prevention: entomologist, exterminator, plant pathologist, microbiologist (food).
- Environmental planning: civil engineer, landscape architect, sanitary engineer, urban planner.
- Resource control: animal ecologist, forester, provincial park employee, fish and wildlife biologist.

This particular student, after employing some decision-making strategies, decides on something in the environmental planning area and in particular, a sanitary engineer. He learns that this person designs and oversees the construction of such projects as water-works, sewage, garbage, and trash disposal plants, drainage systems, directs workers in sewage disposal plants, and inspects and regulates sanitary conditions in public places. In addition, he or she finds out that a university degree is necessary.

The environment field offers a broad range of career choices and with the help of a process of examining life-styles and personal satisfaction a young person is able to make a choice conforming with personal needs and the needs of society.

The attitude of youth towards work, leisure, social responsibility, authority, and the value of past experience, is in a rapid state of transition. The need to work is being questioned by some students as part of their challenge to the assumptions of their parents and the social order in general.

Some youths are questioning the goals and outcomes of work – What are you working for? More money in the bank? More things to buy? Is security an adequate reason for working?

A case study approach is one means by which counsellors can become more aware of the concerns of today's young people.

Creativity

The emphasis of a program on creative behaviour should be on the means of overcoming barriers to creative behaviour.

We have conditioned ourselves to give what we think are *expected* responses. For example, how many squares will the average person see in the following diagram?



The immediate reaction is usually 16. You will find that 30 squares can be found.

Many puzzles have been designed by writers on creativity and these can be used to start an examination of perception or to illustrate how preconceived ideas keep people from thinking creatively and without prejudice. Many puzzles lead into techniques for seeking alternative solutions, such as brainstorming, attribute listing, and forced relationships.

The teacher's role in creativity training is to provide a climate that is non-judgemental, and to help each student to realize personal uniqueness and the uniqueness of others. The effective teacher provides material that stretches the mind and yet has enough structure to give the student a foundation for dealing with new experiences.

Planning and Decision-making Skills

Students may be taught creative decision making through the use of models to solve a simple problem which they might encounter in their own lives. For example, What is the best way of losing or gaining weight? One model outlining ten steps is set out as follows:

- a) define the problem;
- b) list fact-finding questions through brainstorming;



- c) choose significant questions to clarify the stated problem;
- d) name possible sources of information as a basis for further investigation;
- e) restate the problem after investigation;
- f) choose the most creative questions that may lead to a solution for the restated problem;
- g) brainstorm for solutions for the stated problem and questions;
- h) choose criteria for evaluation of solutions and evaluate each alternative course of action on the basis of these criteria;
- i) choose the best and second-best solution;
- j) act on your best solution.

Once the steps are understood, groups of students may then be asked to work through other groups of their own choice. Insights which students gain from the use of this or other models in groups can be transferred for use in the individual decision-making process.

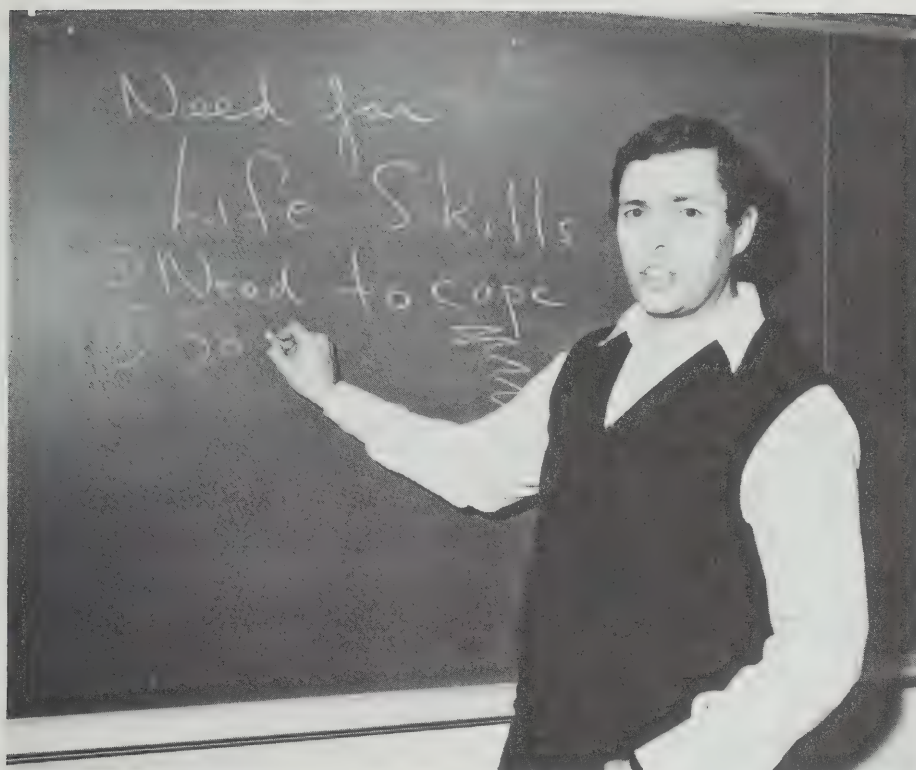
Economic Awareness

In every community opportunities exist to gain increased awareness of economic realities through out-of-classroom experiences in which students, either on an individual or group basis, observe and analyse local economic enterprises in action. Industries, banks, farm service agencies, government departments, and business and labour organizations are some of many possible areas for study.

Pre-planning by the students is essential in order to make the most of the visits to the enterprises. Students should be encouraged to draw up a detailed list of questions which will serve as a basis for interviews and as a focus for investigations and reports to the class.

The following is one possible guide to indicate the types of questions students can find useful in their analysis of an enterprise:

- 1. History and ownership of the enterprise:
 - a) When did it originate? Why? How?
 - b) Why is it located in this community?
 - c) What has been its record of growth? Are there any items of special interest about the company or its products?



d) Is it an individual proprietorship, partnership, corporation, co-operative, governmental agency?

e) Is it affiliated with enterprises elsewhere?

f) Are there any significant problems or developments relative to ownership?

2. Production activities of the enterprise:

a) What goods or services are produced?

b) What natural resources are used, and where do they come from?

c) How many workers are employed, and what skills are required? What is the annual payroll? (Recent trends)

d) What capital equipment is needed and how expensive is it? What is the amount of capital investment – total and per employee?

e) What management and executive skills are required?

f) Has automation affected the enterprise?

g) Are there any significant problems or developments relative to production?

3. Market activities of the enterprise:

a) What is the annual dollar volume of sales? How does this compare with others in the industry?

b) Where are the goods and services sold?

c) How are sales and promotion activities carried out?

d) Are there any significant problems or developments?

4. Pricing, profits, and investment decisions:

a) How are prices determined for the goods or services produced?

b) How much and what kind of competition exists?

c) What are the plans for capital investment in the future?

d) What is the present level of profits – both as a percent of sales and as a percent of invested capital?

e) What is the outlook relative to prices and profits?

5. Employee-management relations:

a) Are workers members of unions? If so, which unions? What activities are carried on by the unions? Is there a union-sponsored education program?

b) How are communications between management and employees carried on?

c) How are wage and salary agreements made?

d) What benefits do employees receive from the enterprise beyond wages?

e) Is there a company-sponsored educational program?

f) Are there any significant problems or developments relative to employer-employee relations?

6. Relationship between the enterprise and the government:

a) Are there government regulations or restrictions affecting the enterprise? If so, at what level of government (local, provincial, federal)?

b) What services are provided by the government to the enterprise?

c) What taxes (kind and amount) are paid, and how are they determined?

d) What problems exist in this area? What can be done to solve them?

7. Relationship of the enterprise to the community:

a) What contributions does the enterprise make to the community, apart from support of government through taxes, etc.?

b) What does the community contribute to the enterprise?

c) Does the enterprise provide leadership and support in the field of education? If so, how?

d) Are there any significant developments or problems relative to community relationships?

8. Economic interdependence and outlook for the future:

a) What is projected for production and marketing activities in the future?

b) What are the future resource needs (labour, capital, natural resources, management)? Are employment opportunities bright?

c) To what extent will the growth of the community's overall economy influence the growth and welfare of the enterprise and vice versa?

d) What steps can be taken to improve the growth prospects for both the individual enterprise and the community?

e) To what extent will growth and prosperity for the national economy influence the enterprise?

Communication Skills

The following activity can be used to demonstrate to students the distortions that can take place in communication and demonstrate the necessity of improved listening effectiveness.

Rumour Clinic

Goal:
To illustrate the distortions in communicating information as it is transmitted from the original source through several individuals to a final destination.

Group size:
Six participants plus an unlimited number of process observers.

Time required:
30 minutes.

Materials utilized:
a) the rumour clinic message
b) rumour clinic observation forms
c) blackboard and chalk or newsprint and felt-tip marker
d) tape recorder (optional)

Physical setting:
a) Meeting room, with observers seated facing the platform
b) another room where participants can be isolated

Process:
a) The facilitator selects six members from the group to be the participants.

- b) Five of the six participants are asked to go into the isolation room. One will remain with the facilitator.
- c) The facilitator starts the tape recorder if he plans to play the tape of the rumour clinic after the process is completed.
- d) The facilitator reads the message to the first participant.
- e) The facilitator asks the second participant to come back to the meeting room.
- f) The first participant repeats what he heard from the facilitator to the second participant. It is important to keep in mind that each participant is to transmit the message in his/her own way, without help from other participants or observers.
- g) The third participant is asked to enter, and the second participant repeats what he/she heard from the first participant.
- h) The process is repeated until all but the sixth participant has had the message transmitted to him/her.
- i) When the sixth participant enters the room, he/she becomes the police officer. The fifth participant repeats the message to the officer, who in turn

writes the message on the blackboard or on newsprint so that the entire group can read it.

j) The facilitator then writes the original message, and it is compared with the officer's message.

k) The facilitator leads a short discussion with the entire group on the implications of the rumour clinic experience, utilizing the tape recorder if the rumour clinic has been taped. Observers may be asked to report, followed by the reactions of the participants.

Message:
Accident Report – "I cannot wait to report to the police what I saw in this accident. It is imperative that I get to the hospital as soon as possible. The pickup truck heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but proceeded to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

Educational Awareness

This activity may be used to help students gain a deeper appreciation of education as a lifelong process.

Students are asked to construct an educational lifeline, projecting it ten years into the future. The lifeline should:

- show possible decision points for educational alternatives;
- allow for unpredictable factors that may alter educational decisions;
- permit students to express both positive and negative feelings about educational decisions.

Students will be able to express graphically some comprehension or perception of education as a lifelong process.

Work and Employability Skills

The job interview gives the employer a direct idea of the candidate and is the deciding factor in securing employment. It is essential to prepare students for job interviews to help them overcome nervousness and enable them to make the most favourable impression.

Participant	Additions	Deletions	Distortions
1			
2			
3			
4			
5			
6 (Police Officer)			

The teacher can get students to tell the class about interviews that they have attended, what questions were asked, what answers they gave, and what they would do differently next time. Films, records, and videotapes on conducting oneself at interviews can help students consider ways of improving their technique and consequently their chances of getting a job. Also, role playing can give students an opportunity to try out different techniques.

It would be helpful to invite a personnel officer to talk first-hand about what an employer looks for in an interview. The students should prepare their questions and queries in advance.

Leisure

This exercise can help students to learn about a variety of leisure activities, and to use one of the activities to explore the concept of leisure.

In small groups:

- a) students list ways in which they might use leisure time;
- b) lists from each group are shared and discussed;
- c) each student then chooses one of the activities from the list that he or she would like to pursue in the future and prepares a report using the following outline: objective(s); timing; resources needed; rewards; possible drawbacks; possible career relationship.

On-the-Job Experiences

Several kinds of on-the-job experiences are possible:

– *Several one-day experiences:* These would involve individual students or small groups of students in one-day visits to different job activities throughout the school year. They could be co-ordinated through the guidance department and include students from all subject areas.

– *On-the-job experiences of one- to two-weeks' duration:* These would involve a commitment from employers and students to specific job experiences. Students would receive experience over a longer period of time, and therefore greater in-depth exposure to the job situation. It would also allow employers time for more constructive criticism.

– Co-operative work-study program:

This would involve students in a longer term work-study experience, where they can receive in-depth job training and experience in a supervised work setting.

The above activities can help reduce the number of dropouts and minimize attendance problems. The relationship between the school and the community can also be enhanced. It can further help the students to identify their capabilities and limitations within an occupational setting.

Personal Development and Leadership Training

Many techniques are available to give students experience as group members. They could do an experiment on co-operation and one on competition; learn about behavioural styles; experience active listening; try a role-playing situation; try stopping the group at any time for immediate assessment of their functioning in a group; try the fish bowl design where individuals observe and assess what is going on in a group; diagnose another person's role and functioning in a group; do a consensus exercise and a follow-up analysis; learn how to express disagreement without destroying the atmosphere of co-operation.

The following is a list of some skill-building approaches that could be developed:

- getting-acquainted skills
- listening skills
- observation skills
- communication skills
- discussion skills
- helping skills such as acceptance, empathy, and openness
- organization skills

Five examples of evaluation techniques for a guidance and counselling program are described below, from informal to a total program assessment:

1. Keeping a log

Among rather simple accountability criteria is the keeping of a daily log of time spent with teachers, parents, or staff; time spent in and out of the office with students and others; as well as the proportion of self-referred students. Another criterion might be a rating sheet used for follow-up on various categories of counsellor intervention. By using these inventories, the counsellors will be aware of what proportion of their time is spent in guidance and counselling service, and how much time is spent in other services, such as administration.

2. Survey of a particular aspect of guidance

By means of a checklist with space for writing comments, members of the guidance department may evaluate one specific aspect of the program such as: group counselling, individual counselling, peer counselling, or career information. It is possible to check on a different function each year, thus focusing full attention on one aspect of guidance. Although this approach has some merit, it lacks comprehensiveness, and gives only a partial assessment of the guidance program.

3. Counsellor survey of guidance services

This type of survey could be designed for use in individual schools or planned on a board-wide basis. The purpose would be to evaluate the functions and operations of guidance departments from the comments of the counsellors. Some sample questions can include:

- What use is made of the results of standardized tests administered by the guidance staff, the teaching staff and the administration?
- Indicate in detail your liaison policy related to feeder schools.
- List the professional development activities in which you participated during the last school year.

The results of this survey could indicate general strengths or weaknesses to assist counsellors, supervisory officials, and others in making decisions about present or future programs and professional development.

4. *Criterion-referenced measurement*

A criterion-referenced measurement is one that is deliberately constructed to yield measurements that can be directly interpreted in terms of specified performance standards. Performance standards are tasks that should be capable of being accomplished by the individuals in a program. Measurements are taken on student performance on representative sample tasks, and such measurements are recorded for each individual.

A criterion-referenced measurement can be used for evaluation of guidance services that have a systems approach in design. This measurement provides information about the level of performance of individual students on specific guidance objectives. Unlike standardized, norm-referenced tests which compare a student to other groups of students, a criterion-referenced measurement provides feedback on an individual student's mastery of specific program objectives.

In describing a guidance program, counsellors would establish evaluative criteria which are statements of provisions and activities generally considered desirable and effective towards the attainment of guidance objectives.

Examples of evaluative criteria statements can include:

- The student lists the admission requirements for a desired course by using a university or community college calendar.
- The student takes specific steps to implement a post-secondary educational plan or post-secondary vocational preference.

The results of these measurements should indicate strengths and weaknesses that would suggest directions for modification of a program.



5. *In-depth co-operative evaluation*

This type of evaluation could be conducted every three or four years, and would involve a survey of students, teachers, administrators, counsellors, and parents. The suggested purposes for conducting a co-operative appraisal would be to:

- assist counsellors, teachers, principals, and parents to understand the school's guidance objectives and activities;
- assist all those who will be involved in making decisions for the future development of guidance programs;
- organize guidance information for communication to the public.

Survey results of the guidance services would be summarized for an external team made up of individuals in education and the general public, including the business, industry and labour community. In addition, an evaluation is prepared by the counsellors themselves. After interviewing groups of respondents and examining the results of the surveys, the external team would prepare and present a written report with recommendations for changes. The following are a few

sample statements in which respondents are asked to indicate to what extent they feel the activity should be an objective, and to what extent they feel it is being performed in the school:

- The guidance staff should assist those students seeking employment to find jobs.
- The student should be able to confide in the counsellor.
- Counsellors should keep themselves informed about current vocational information.

A section for written comments allows the respondents to express their feelings about any concerns and recommendations not covered by the survey. The various groups that participate in the survey would be informed of the results and what steps were planned to respond to weaknesses in the program.

More information on this approach can be obtained from the regional offices of the Ministry of Education.

Specific Areas of Guidance Responsibility

General

Gammons, H. P. *Common Sense in Guidance*. West Nyack, N.Y.: Parker Publishing Company, 1969.

The author takes you step-by-step through all phases of high school counselling, from the first interview through to graduation, and shows you how all these techniques apply during a day in the life of a counsellor.

Kirschenbaum, Howard, et al. *Wad-Ja-Get?* New York: Hart Publishing, 1971.

Evaluation and grading and its effect on students are covered in this book, as well as possible grading alternatives.

✱ Peck, M., et al. *Counselling Services*. Toronto: Ontario Secondary School Teachers' Federation, 1972.
A practical resource book for secondary school counsellors.

Stone, Shelley C., and Shertzer, Bruce, eds. *Career Information and Development - Series IV*. Boston: Houghton Mifflin, 1970.

A monograph series containing 8 books dealing with various aspects of career development.

Career Planning and Counselling

Bailey, L. J., and Stadt, R. *Career Education: New Approaches to Human Development*. Bloomington, Ill.: McKnight Publishing Co., 1973.

The authors research and construct a supportive framework for analyzing the topic of refocusing the elementary and secondary school curriculum with career development and career education as a theme.

Barry, Ruth, and Wolf, Beverly, *Epitaph For Vocational Guidance*, New York: Bureau of Publications, Teachers' College, Columbia University, 1962.

A study of the myths of current theory and practice examines the actualities and suggests fundamental changes in vocational guidance.

Borow, Henry, ed. *Career Guidance for a New Age*. Boston: Houghton Mifflin, 1972.

Emphasizes social change and the future of guidance. Development of decision-making techniques related to vocations.

Bottoms, J. E. *Career Education Resource Guide*. Morristown, N.J.: General Learning Press, 1972.

Describes Career Education lessons for elementary and secondary schools.

Educational Technology Publications. *Educational Technology*. Englewood Cliffs, N.J.: 1974.

Contains a special section on Career Education.

Eric Counselling and Personnel Services. *Impact*, vol. 3, nos.3-4. Ann Arbor, Mich.: 1974-75.

This special issue of *Impact* is called "Shedding Light on Career Development".

Feingold, N., and Swerdloff, S. *Occupations and Careers*. New York: McGraw-Hill, 1968.

Designed for courses in careers and as a reference work for counsellors and students.

Friel, Theodore, W., and Carkhuff, Robert R. *The Art of Developing a Career*. Amherst, Mass.: Human Resource Development Press, 1974.

Based upon the phases of learning - exploration, understanding, and action - this guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program.

Ginzberg, Eli. *Career Guidance*. Toronto: McGraw-Hill Ryerson, 1971.

A guidance pattern for the United States at the beginning of the 1970s as the country faces the challenge of enabling its schools and its economy to do a better job for all its people.

Goldhammer, K., and Taylor, R. *Career Education: Perspective and Promise*. Columbus, Ohio: Charles E. Merrill, 1972.

The authors stress effective programs that contribute to an individual becoming both a contributing economic producer and a responsible member of society.

Gysbers, N. C.; Drier Jr., H. N.; and Moore, E. J. *Career Guidance*. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

Career guidance in the past, present, and future as seen by experts in the field.

✱ Information Canada. *The Canadian Classification and Dictionary of Occupations*, vols. 1 and 2. Ottawa: 1974.

A classification and definition of over 6700 occupations.

✱ Manpower and Immigration. *Careers Canada and Careers Provinces*. Ottawa: 1975.

Two series dealing with career clusters, e.g., careers in construction, and clerical occupations.

McClure, L., and Buan, C., eds. *Essays on Career Education*. Portland, Ore.: Northwest Regional Educational Laboratory, 1973.

Different contributors deal with topics related to career education.

Peters, Herman J., and Hansen, James C. *Vocational Guidance and Career Development: Selected Readings*. New York: Collier-MacMillan, 1971.

An excellent source book of readings. It is one of the first reference works to reflect the new concerns and perspectives of vocational guidance and career development.

Task Force of California Educators. *Career Development Monograph No. 5*. Fullerton, Calif.: California Personnel and Guidance Assoc., 1972.

Describes units or courses at junior and senior high school levels with components, concepts, and goals of the model.

Tolbert, E. L. *Counselling for Career Development*. Boston: Houghton Mifflin, 1974.

Stressing career guidance and accountability, this book is designed to help with decision making and the successful transition to work.

✱ University and College Placement Assoc. *Employment Opportunities Handbook*. Markham, Ont.: Revised annually.

Compiled primarily as an aid to university and college graduates entering the employment market, it is also useful for counsellors working with high school graduates.

Willingham, Warren W.; Ferrin, Richard I.; and Begle, Elsie P. *Career Guidance in Secondary Education*. New York: College Entrance Examination Board, 1972.

A conceptual analysis of the field of guidance. Contains charts, a bibliography, new school programs, new materials available.

Wysong, Eugene. *Career Education Program*, vol. 3. Boston: Houghton Mifflin, 1973.

The purpose of this sourcebook is to provide career materials and procedures useful to senior students.

Educational Planning

American Sociological Association. *Roles of Modern Women*. Boston: Allyn and Bacon, 1972.

A study of the role of women through hypothetical situations.

Boocok, Sarane. *Life Career Game*. New York: Western Publishing Company, 1969.

In this game, students become decision makers for fictitious persons presented to them in case histories.

Jackins, Harvey. *The Human Side of Human Beings: The Theory of Re-Evaluation Counselling*. Seattle, Washington: Rational Island, 1965.

The author presents the theory of re-evaluation counselling which is a good foundation for humanistic education.

Mahler, Clarence A. *Group Counselling in the Schools*. Boston: Houghton Mifflin, 1969.

Mahler distinguishes between group guidance, group psychotherapy, and group counselling. He feels that group counselling can establish good working relationships with students.

✦ McDermott, Pat. *Developmental Group Counselling*. Toronto: Thomas Nelson & Sons, 1971.

A clear and realistic picture of the possibilities and the limitations of the process of developmental group counselling.

Muro, J. J., and Freedman, S. L., eds. *Readings in Group Counselling*. Scranton, Pa.: International Book Co., 1968.

A book of readings devoted entirely to group counselling. The authors have compiled a valuable text for counsellors.

Ohlsen, M. M. *Group Counselling*. New York: Holt, Rinehart and Winston, 1973.

Outlines a step-by-step approach to group counselling in the schools.

✦ Peck, M., et al. *Counselling Services*. Toronto: Ontario Secondary School Teachers' Federation, 1972.

A practical resource book for secondary school counsellors.

Personal Counselling

Benjamin, Alfred. *The Helping Interview*. Boston: Houghton Mifflin, 1968.

Explores ways to make the helping interview a helping relationship.

Carkhuff, R. *Helping and Human Relations*, vols. 1 and 2. New York: Holt, Rinehart and Winston, 1969.

Carkhuff's two volumes deal with all phases of effective helping programs.

Carkhuff, R., and Berenson, B. *Beyond Counselling and Therapy*. New York: Holt, Rinehart & Winston, 1967.

The authors deal with theory and practice, training and research in counselling and psychotherapy.

Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. *Helping Relationships*. Boston: Allyn and Bacon, Inc., 1971.

Deals with ideas about human relationships that have special value for understanding and helping professions.

✦ Cosgrave, G. P., and Dick, W. W. *Career Planning: Search for a Future*. Toronto: The Guidance Centre, 1973.

Designed to help senior high school students to plan for future education and work. Refers particularly to those bound for higher education.

Delaney, Daniel J., and Eisenberg, Shelton. *The Counseling Process*. Chicago: Rand McNally & Co., 1973.

The therapeutic ingredients crucial to the effective counselling relationship are dealt with.

Ford, D. H. and Urban, H. B. *Systems of Psychotherapy*. New York: John Wiley & Sons, 1963.

The authors describe theories about human behaviour such as Rogers, Wolpe, Dollard and Miller, Alfred Adler, and the existential approach.

Osborn, Susan M., and Harris, Gloria C. *Assertive Training for Women*. Springfield, Mass.: Charles C. Thomas, 1975.

Basic assumptions underlying assertiveness training as well as group techniques are discussed.

Rogers, C. R. *Counseling and Psychotherapy*. Boston: Houghton Mifflin, 1942.

The extensive use of case material and the actual reporting of many interviews in the book make it especially helpful to the counsellor.

✦ Wallace, J. *Tomorrow?* Toronto: J. M. Dent, 1971.

Both large and small groups of senior students will find this textbook useful. It is designed to encourage open-ended discussion.

Wysong, Eugene. *Career Education Program*, vol. 3. Boston: Houghton Mifflin, 1973.

The purpose of this sourcebook is to provide career materials and procedures useful to senior students.

Standardized Testing

Bauernfeind, R. H. *Building a School Testing Program*. Boston: Houghton Mifflin, 1969.

Discusses ways of building a viable testing program in schools. Effective testing practices are also covered.

Goldman, Leo. *Using Tests in Counseling*. New York: Appleton-Century-Crafts, 1971.

Goldman reiterates the need for counsellor competency in test selection, interpretation, and communication of scores, taking heed of the social changes that are reshaping the role of the counsellor.

✦ The Guidance Centre. *The School Guidance Worker*, March/April, vol. 29, no. 4. Toronto: 1974.

This edition's theme is testing in 1974 and deals with various perceptions of standardized tests and other instruments.

Holland, John. *The Self-Directed Search*. Palo Alto, Calif.: Consulting Psychologists Press (The Guidance Centre), 1970.

Helpful to students as a guide to educational and vocational planning.

Popham, W. J. *Criterion-Referenced Measurement*. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

The evaluation aspects of criterion-referenced measures are introduced in this book.

Community Liaison

✦ Barrett, H. O., ed. *The Student, Subject, and Careers Series*. Toronto: The Guidance Centre. 1972-76.

All titles in this series are essential for anyone to whom students look for help in career guidance. Titles include Music, Mathematics, Geography, English, Chemistry, Biology, French, Physics, and Drama.

Harmin, Merrill; Kirschenbaum, Howard; and Simon, Sidney. *Clarifying Values Through Subject Matter*. Minneapolis, Minn.: Winston Press, 1973.

Offers teachers numerous ideas for making the classroom more relevant to a world of change.

A Comprehensive Guidance and Counselling Program

General

Campbell, David. *If You Don't Know Where You're Going You'll Probably End Up Somewhere Else*. Niles, Ill. Argus Communications, 1974.

Helps the students understand, appreciate, and utilize the positive assets they have going for them.

Friel, Theodore W., and Carkhuff, Robert R. *The Art of Developing a Career*. Amherst, Mass.: Human Resource Development Press, 1974. Based upon the phases of learning – exploration, understanding and action – this guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program.

✿ Manpower and Immigration. *Life Skills: A Course in Applied Problem Solving*. Prince Albert, Sask.: 1972. Teaches how individuals may increase their self-development and important life skills.

✿ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

✿ Newstart Inc. *Life Skills Coaching Manual*. Prince Albert, Sask.: 1969. Consists of a set of experiences designed to help students meet specified behavioural objectives. Contains sixty lessons.

Self-Awareness

American College Test Program. *The Assessment of Career Development*. Boston: Houghton Mifflin, 1974.

An individual student-centred assessment program for use in career guidance developed by the American College testing program.

✿ Austin, S. L. *How to Choose Your Career-Field*. Burlington, Ont.: Educational Progress Ltd., 1974.

An experimental do-it-yourself booklet designed for senior students.

Belka, Brother Marion F. *Involvement*. Milwaukee, Wis.: Bruce Publishing Co., 1968.

A student handbook and group leader's manual with sections on student leadership and personal-social development.

Bois, Samuel J. *The Art of Awareness*. Dubuque, Iowa: W. C. Brown, 1968.

A teacher's reference for topics dealing with communications and self-awareness.

Campbell, David. *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else*. Niles, Ill.: Argus Communications, 1974.

Helps the students understand, appreciate, and utilize the positive assets they have going for them.

Crites, John C. *Career Maturity Inventory*. Monterey, Calif.: Californian Test Bureau/McGraw-Hill, 1973.

Tests students on their general career maturity, as well as giving a number of competency tests.

Harrison, Phyllis A. *Getting It Together*. New York: Globe Book Co., 1973.

Discusses some of the problems that come into the lives of teenagers and suggests ways in which they might handle them.

Hawley, R., and Hawley, I. *A Handbook of Personal Growth Activities for Classroom Use*. Amherst, Mass.: Education Research Associates, 1972.

Stresses the importance of active involvement, the fostering of creative thinking, and collaboration rather than competitive efforts.

Holland, John. *The Self-Directed Search*. Palo Alto, Calif.: Consulting Psychologists Press (The Guidance Centre), 1970.

Helpful to students as a guide to educational and vocational planning.

✿ James, M., and Jongeward, D. *Born to Win: Transactional Analysis with Gestalt Experiments*. Don Mills, Ont.: Addison-Wesley, 1971.

The authors outline a practical discovery to develop a case of self-confidence.

✿ Manpower and Immigration. *Creating a Career*. Prince Albert, Sask.: 1976.

A program for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job-search skills.

✿ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

Reichert, Richard. *Self-Awareness Through Group Dynamics*. New York: Cebco Pflaum, 1970.

Presents insights into areas of critical concern for the personal development of high school students.

✿ Riemer, G. R. *Dating: Communication and Decision-Making*. Toronto: Holt, Rinehart and Winston, 1970.

Dating, communications, decision making and marriage are dealt with in this comprehensive book.

Schultz, W. C. *Joy: Expanding Human Awareness*. New York: Grove Press, 1967.

A wide variety of approaches and techniques are described for maximizing human growth.

✿ Silverman, H., et al. *Tomorrow Is Now*. Toronto: Holt, Rinehart and Winston, 1971.

A book for students who are seriously asking questions, not only about their own feelings, attitudes, and relationships to others, but also about their parents, their society, and their world.

Stevens, John O. *Awareness: Exploring, Experimenting, Experiencing*. Moab, Utah: Real People Press, 1971.

An experiential program focusing on one's awareness and sense of discovery.

The Valuing Process

Elder, Carl. *Making Value Judgments: Decisions for Today*. Columbus, Ohio: Charles E. Merrill, 1972.

The purpose of this book is to provide students with guidelines for making their own value judgments. A teacher's manual is also available.

Harmin, Merrill; Kirschenbaum, Howard; and Simon, Sidney. *Clarifying Values Through Subject Matter*. Minneapolis, Minn.: Winston Press, 1973.

Offers classroom teachers many ideas for making the classroom more relevant to a world of change.

Howe, L. W., and Howe, M. M. *Personalizing Education: Values Clarification and Beyond*. New York: Hart Publishing, 1975.

The thesis of this book is that values clarification is not "just another innovation", but that it will be a useful tool for years to come. The authors extend the valuing process to aspects of interaction, organization, and management in the classroom and school.

Kirschenbaum, H., and Simon, S. *Readings in Values Clarification*. Minneapolis, Minn.: Winston Press, 1973.

Includes articles by Holt, Rogers, Kohlberg, and Rokeach.

Lockwood, Alan. *Moral Reasoning*. Middletown, Conn.: Edu-Media, 1972. Real life moral dilemmas are featured in this booklet.

✦ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

✦ Marlin Motion Pictures. *Values in Education - Searching for Values*. 47 Lakeshore Road East, Port Credit, Ontario.

Fifteen- to twenty-minute segments from famous films that illustrate value conflicts.

✦ Myer, John; Burnham, Brian; and Choluat, John, eds. *Values Education*. Waterloo, Ontario: Wilfrid Laurier University Press, 1975.

Contains a summary of an international conference on values held in 1975 that brought together many scholar-specialists.

Raths, L.; Harmin, M.; and Simon, S. *Values and Teaching*. Columbus, Ohio: Charles E. Merrill, 1966.

A basic text on the values clarification approach.

Reichert, Ricahrd. *Self-Awareness Through Group Dynamics*. New York: Cebco Pflaum, 1970.

Presents insights into areas of critical concern for the personal development of high school students.

Search for Values. New York: Cebco Pflaum, 1972.

This kit is full of strategies and techniques which can help students see more clearly the directions of their day-to-day life choices.

✦ Silverman, H., et al. *Tomorrow Is Now*. Toronto: Holt, Rinehart and Winston, 1971.

A book for students who are seriously asking questions, not only about their own feelings, attitudes, and relationships to others, but about their parents, their society, and their world.

Simon, S. *Meeting Yourself Halfway: Values Clarification for Daily Living*. Niles, Ill.: Argus Communications, 1974.

Personal growth through values clarification is stressed in this book.

Career Awareness

American College Test Program. *The Assessment of Career Development*. Boston: Houghton Mifflin, 1974.

An individual student-centred assessment program for use in career guidance developed by the American College testing program.

✦ Austin, S. L. *How to Choose Your Career-Field*. Burlington, Ont.: Educational Progress Ltd., 1974.

An experimental do-it-yourself booklet designed for senior students.

Boocok, Sarane. *Life Career Game*. New York: Western Publishing Co., 1969.

In this game, students become decision-makers for a fictitious person presented to them in case histories.

Bottoms, J. E. *Career Education Resource Guide*. Morristown, N.J.: General Learning Press, 1972.

Career educational lessons are described for elementary and secondary school.

Chapman, E. N. *The Career Game*. Burlington, Ont.: Educational Progress Ltd., 1970.

The students work through a process to aid them in selecting a career.

✦ Cosgrave, G. P., and Dick, W. W. *Career Planning: Search for a Future*. Toronto: Guidance Centre, 1973.

Designed to help senior high school students to plan for future education and work. Refers particularly to those bound for higher education.

Crites, John O. *Vocational Psychology*. New York: McGraw-Hill, 1969.

Includes a description and history of vocational psychology, theory and research on vocational choice, and a major section on the dynamics of vocational choice.

Education Technology Publications. *Education Technology*. Englewood Cliffs, N.J.: 1974.

Contains a special section on Career Education.

Engel, H. M. *Handbook of Creative Learning Experiences*. Houston, Texas: Gulf Publishing Co., 1973.

Deals with case studies, in-basket exercises, role playing and the use of evaluation devices.

Feingold, N., and Swerdloff, S. *Occupations and Careers*. New York: McGraw-Hill, 1968.

Designed for courses in careers, and as a reference for counsellors and students.

Flanagan, John C. *Career Data Book*. Palo Alto, Calif.: American Institute for Research, 1973.

The findings of Project Talent's five-year follow-up study show a substantial lack of realism with respect to career plans.

Goldhammer, K., and Taylor, R. *Career Education: Perspective and Promise*. Columbus, Ohio: Charles E. Merrill, 1972.

The authors stress effective programs that contribute to an individual's becoming both a contributing economic producer and a responsible member of society.

Herr, Edwin L., and Cramer, Hanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*. Boston: Houghton Mifflin, 1972.

A review of changes in vocational guidance at all school levels. Ideas to implement changes.

Holland, John L. *Making Vocational Choices*. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Presents a theory of careers that people involved in career development will find useful in vocational counselling, education, and social science.

———. *The Self-Directed Search*. Palo Alto, Calif.: Consulting Psychologists Press (The Guidance Centre), 1970. Helpful to students as a guide to educational and vocational planning.

✳ Information Canada. *The Canadian Classification and Dictionary of Occupations*, vols. 1 and 2. Ottawa: 1974.

A classification and definition of over 6700 occupations.

✳ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

McClure, L., and Buan, C., eds. *Essays on Career Education*. Portland, Oreg.: Northwest Regional Educational Laboratory, 1973.

A variety of contributors deal with topics related to career education.

Osipow, Samuel H. *Theories of Career Development*. New York: Appleton-Century-Crofts, 1968.

Combines comparative analysis of four major approaches to the theory of career decision making with interpretations of their potential practical value to counsellors.

Parnes, Sidney J. *Creative Problems-Solving*. New York: Charles Scribner's Sons, 1970.

Provides specific exercises that lead the teacher and students through the steps of creative thinking and decision making.

Roth, R. M.; Hershenson, D. B.; and Hilliard, T., eds. *The Psychology of Vocational Development*. Boston: Allyn and Bacon, 1970.

The purpose of this book is to organize areas of theory and research with regard to vocational development.

Shertzer, Bruce E. *Career Exploration and Planning*. Boston: Houghton Mifflin, 1973.

Designed as a textbook for courses or units that present information and involve students in educational and occupational orientation, exploration, and planning.

Simon, S. *Meeting Yourself Halfway: Values Clarification for Daily Living*. Niles, Ill.: Argus Communications, 1974. Personal growth through values clarification is stressed in this book.

Simon, Sidney,; Howe, L.; and Kirschenbaum, H. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing, 1972.

Seventy-nine methods for values clarification are described with instructions for the teacher.

Stone, Shelley C., and Shertzer, Bruce, eds. *Career Information and Development – Series IV*. Boston: Houghton Mifflin, 1970.

This monograph series contains 8 books dealing with various aspects of career development.

Super, Donald E. *Career Development: Self Concept Theory*. New York: College Entrance Examination Board, 1963.

The author attempts to develop, as clearly and in as much detail as possible, the thinking on some important aspects of the subject of vocational development.

Task Force of California Educators. *Career Development Monograph No. 5*. Fullerton, Calif.: California Personnel and Guidance Assoc., 1972.

Describes units or courses at junior and senior high school levels with components, concepts and goals of the model.

Tolbert, E. L. *Counselling for Career Development*. Boston: Houghton Mifflin, 1974.

Stressing career guidance and accountability, this book is designed to help with decision making and the successful transition to work.

✳ University and College Placement Assoc. *Employment Opportunities Handbook*. Markham, Ont.: Annual publication.

Compiled primarily as an aid to university and college graduates entering the employment market, and counsellors working with high school graduates.

Whiteley, John, ed. *Perspectives on Vocational Development*. Washington: American Personnel and Guidance Assoc., 1972.

Presents the writings of Super, Holland, Roe, and Tiedeman and provides a good introduction to vocational development theory.

Creativity

Biondi, Angelo M. *The Creative Process*. Buffalo, N.Y.: D.O.K. Publishers, 1972.

This small book is based on the creative theories and practices advocated by the Creative Education Foundation.

De Bono, Edward. *About Thinking*. London: Jonathan Cape, 1972.

Ideas on creative thinking are summarized in this book.

Engel, H. M. *Handbook of Creative Learning Experiences*. Houston, Texas: Gulf Publishing Co., 1973.

Deals with case studies, in-basket exercises, role playing and the use of evaluation devices.

Hawley, R., and Hawley I. *A Handbook of Personal Growth Activities for Classroom Use*. Amherst, Mass.: Education Research Associates, 1972. Stresses active involvement, the fostering of creative thinking and collaboration, rather than competitive efforts.

Osborn, Alex F. *Applied Imagination*. New York: Charles Scribner's Sons, 1963.

Sets forth ways in which all of us can more productively apply our innate creativity toward the betterment of our personal and occupational lives.

Parnes, Sidney J. *Creative Problems Solving*. New York: Charles Scribner's Sons, 1970.

Provides very specific exercises that lead the teacher and students through the steps of decision making.

———. *Creativity: Unlocking Human Potential*. Buffalo, N.Y.: D.O.K. Publishers, 1972.

This mini-book is about problem finding and problem solving as a way of unlocking creative potential.

———. *A Source Book for Creative Thinking*. New York: Charles Scribner's Sons, 1962.

Provides very specific exercises that lead the teacher and students through the steps of creative thinking.

Planning and Decision-making Skills

✦ Austin, S. L. *How to Choose Your Career-Field*. Burlington, Ont.: Educational Progress Ltd., 1974

An experimental do-it-yourself booklet designed for senior students.

Boocok, Sarane. *Life Career Game*. New York: Western Publishing Co., 1969.

In this game, students become decision-makers for a fictitious person presented to them in case histories.

Borow, Henry, ed. *Career Guidance for a New Age*. Boston: Houghton Mifflin, 1972.

Emphasis on social change and the future of guidance. Development of decision-making techniques about vocations.

Carkhuff, Robert R. *The Art of Problem-Solving*. Amherst, Mass.: Human Resource Development Press, 1973.

A guide for developing problem-solving skills for parents, teachers, counsellors, and administrators.

✦ Chapman, E. N. *The Career Game*. Burlington, Ont.: Educational Progress Ltd., 1970.

The students work through a process to aid them in selecting a career.

✦ Cosgrave, G. P., and Dick, W. W. *Career Planning: Search for a Future*. Toronto: The Guidance Centre, 1973.

Designed to help senior high school students to plan for future education and work. Refers particularly to those bound for higher education.

Crites, John O. *Career Maturity Inventory*. Monterey, Calif.: Californian Test Bureau/McGraw-Hill, 1973.

This inventory gives students results on their general career maturity as well as how well they do in a number of competencies.

Flanagan, John C. *Career Data Book*. Palo Alto, Calif.: American Institute for Research, 1973.

The findings of Project Talent's five-year follow-up study show a substantial lack of realism with respect to career plans.

Kirschenbaum, Howard, et al. *Wad-Ja-Get?* New York: Hart Publishing, 1971.

Evaluation and grading and its effect on students is covered in this book, as well as possible grading alternatives.

Lockwood, Alan. *Moral Reasoning*. Middletown, Conn.: Edu-Media, 1972. Real life moral dilemmas are featured in this booklet.

✦ Manpower and Immigration. *Life Skills: A Course in Applied Problem Solving*. Prince Albert, Sask.: 1972.

Teaches how individuals may increase their self-development and important life skills.

Rettig, Jack L. *Careers: Exploration and Decision*. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

This book for young people faced with the problem of choosing a career contains information and ideas that will help students make the best possible career choice.

✦ Riemer, G. R. *Dating: Communication and Decision-Making*. Toronto: Holt, Rinehart and Winston, 1970.

Dating, communication, decision making, and marriage are dealt with in this comprehensive book.

✦ Robinson, F. G.: Tickle, J.; and Brison, D. *Inquiry Training: Fusing Theory and Practice*. Toronto: Ontario Institute for Studies in Education, 1972.

This book describes ways to improve the ability to solve problems that a student or adult might encounter in the course of everyday life.

Simon, Sidney; Howe, L.; and Kirschenbaum, H. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart Publishing, 1972.

Seventy-nine methods for values clarification are described with instructions for the teacher.

Tolbert, E. L. *Counselling for Career Development*. Boston: Houghton Mifflin, 1974.

Stressing career guidance and accountability, this book is designed to help with decision making and the successful transition to work.

✦ Zingle, H. W.; Safran, C.; and Hohol, A. E. *Decision Making*. Toronto: Holt, Rinehart and Winston, 1969.

An outline of the major elements to consider in arriving at a choice of vocation.

Economic Awareness

✦ Manpower and Immigration. *Career Outlook - University and Community College*. Annual Publication.

This publication gives trends in careers for university and community college graduates.

Pearson, C.; Morrill, G.; Peck, D., eds. *Today's Economics*. Middletown, Conn.: Xerox Education Publications, 1974. Distributed in Canada by Ginn and Co., Scarborough, Ontario.

This book is concerned with the more basic principles of economics. It contains many case studies.

✦ Taylor, E. S. *On the Job*. Toronto: Book Society, 1971.

Practical ideas for students in preparing for employment.

Communication Skills

Bois, Samuel J. *The Art of Awareness*. Dubuque, Iowa: W. C. Brown, 1968.

This is a teacher's reference for topics dealing with communications and self-awareness.

✦ James, M., and Jongeward, D. *Born to Win: Transactional Analysis with Gestalt Experiments*. Don Mills, Ont.: Addison-Wesley, 1971.

The author outlines a practical discovery to develop a case of self-confidence.

Pfeiffer, J. W., and Jones, J. E. *A Handbook of Structural Experiences for Human Relations Training*, vols. 1-4. La Jolla, Calif.: University Associates, 1973-74.

Each volume contains many detailed exercises that can be adapted for classroom use.

Reichert, Richard. *Self-Awareness Through Group Dynamics*. New York: Cebco Pflaum, 1970.

Presents insights into areas of critical concern for the personal development of high school students.

✦ Riemer, G. R. *Dating: Communication and Decision-Making*. Holt, Rinehart and Winston, 1970.

Dating, communication, decision making, and marriage are dealt with in this comprehensive book.

Stanford G., and Stanford, B. *Learning Discussion Skills*. New York: Citation Press, 1969.

Some of the skills necessary for becoming an effective group member are outlined. A sequence of skill-building games and activities are also included.

Wright, T. H. *Tuning In: Learning to Listen*. Middletown, Conn.: Xerox Education Publications, 1972. Distributed in Canada by Ginn and Co., Scarborough, Ontario.
A booklet with many communication exercises.

Education Awareness

✳ Barrett, H.O., ed. *The Student, Subject, and Careers Series*. Toronto: The Guidance Centre, 1975.

All titles in these series are essential for anyone to whom students look for help in career guidance. Titles include Music, Mathematics, Geography, English, Chemistry, Biology, French, Physics, and Drama.

✳ Cook, D., et al. *Spectrum*. Toronto: The Guidance Centre. Revised annually.
This publication provides accurate and up-to-date information on courses and requirements in the universities and community colleges of Ontario.

✳ Cosgrave, G. P., and Dick, W. W. *Career Planning – Search for a Future*. Toronto: The Guidance Centre, 1973.
Designed to help senior high school students to plan for future education and work. Refers particularly to those bound for higher education.

Herr, Edwin L., and Cramer, Hanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*. Boston: Houghton Mifflin, 1972.

A review of changes in vocational guidance at all school levels. Ideas for implementing changes.

✳ London, G., ed. *Atlantic Spectrum*. Toronto: The Guidance Centre. Revised annually.

All information regarding entrance requirements and courses in the Atlantic universities, colleges, etc., is made easily accessible. It is organized by course rather than by institution.

✳ Manpower and Immigration *Career Outlook – University and Community College*. Annual publication.
This publication gives trends in careers for university and college graduates.

✳ Manpower and Immigration. *Careers Canada and Careers Provinces*. Ottawa 1975.

These two series deal with career clusters, e.g., careers in construction, clerical occupations, etc.

✳ Ministry of Colleges and Universities. *Horizons*. Toronto: Queen's Printer. Revised annually.

A guide to educational opportunities in Ontario beyond the secondary school level.

✳ Parmenter, M. D. *You and the University*. Toronto: The Guidance Centre, 1968.

This book is recommended for use with senior students in careers or other group sessions.

✳ Parmenter, M. D., and Gotlib, Howard. *Your Further Education*. Toronto: The Guidance Centre, 1972.
Topics covered include the nature and importance of education, finances, post-secondary education, and apprenticeships.

✳ Sankey, G. R., ed. *Western Spectrum*. Toronto: The Guidance Centre. Revised annually.
An authoritative guide to post-secondary education in Western Canada.

Work and Employability Skills

American Sociological Association. *Roles of Modern Women*. Boston: Allyn and Bacon, 1972.

This series studies the role of women by considering hypothetical situations.

✳ Barrett, H. O., ed. *The Student, Subject, and Careers Series*. Toronto: The Guidance Centre, 1975.

All titles in this series are essential for anyone to whom students look for help in career guidance. Titles include Music, Mathematics, Geography, English, Chemistry, Biology, French, Physics, and Drama.

✳ Bedal, C. L. *What Can I Do This Summer?* Toronto: The Guidance Centre, 1977.

This book includes such topics as where to look for jobs, ideas for self-employment, volunteer work, travel, and summer study.

Bolles, Richard Nelson. *What Color is Your Parachute?* Berkeley, Calif.: Ten Speed Press, 1972.

A practical manual for job-hunters and career changers.

Borow, Henry, ed. *Career Guidance for a New Age*. Boston: Houghton Mifflin, 1972.

Emphasis on social change and the future of guidance. Development of decision-making techniques about vocations.

Bottoms, J. E. *Career Resource Guide*. Morristown, N.J.: General Learning Press, 1972.

Career education lessons are described for elementary and secondary schools.

✳ Bryant, John T. *You Can Get a Better Job*. Oakville, Ont.: TMC Publishing, 1974.

This is a handbook for job seekers of all ages.

Chapman, Elwood N. *Work Experience Survival Kit*. Pacific Palisades, Calif.: Goodyear Publishing Co., 1973.

✳ Cosgrave, G. P., and Dick, W. W. *Career Planning – Search for a Future*. Toronto: The Guidance Centre, 1973.

Designed to help senior high school students to plan for future education and work. Refers particularly to those bound for higher education.

✳ Gaymer, Rosemary. *Career Planning and Job Hunting*. Toronto: MacLean-Hunter, 1970.

A resource book for present and prospective university and college students. It contains an occupational section with cross references.

✳ The Guidance Centre. *Guidance Centre Occupational Monographs*. Toronto. Publication dates vary.

A series of monographs written for Canadian secondary school students to provide them with up-to-date information about occupations in Canada.

Herr, Edwin L., and Cramer, Hanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*. Boston: Houghton Mifflin, 1972.

A review of changes in vocational guidance at all school levels. Ideas for implementing changes.

Herzberg, Frederick. *Work and the Nature of Man*. New York: New American Library, 1966.

A view of industry's concept of man and the basic needs of man are covered in this book.

✱ Kelsey, Lorne; Morgan, Russell; and Safran, Carl. *Eye to the Future*. Toronto: J. M. Dent, 1968.

Outlines qualities needed for success in any job. These qualities are shown in everyday events, at home, school, and on the job.

✱ Krumboltz, John D. *Job Experience Kit*. Willowdale, Ont.: Science Research Associates, 1970.

Simulated work experiences in twenty different occupations are presented in this kit.

✱ Manpower and Immigration. Career Outlook – University and Community College. Annual publication.

This publication gives trends in careers for university and college graduates.

✱ Manpower and Immigration. *Careers Canada and Careers Provinces*. Ottawa: 1975.

These two series deal with career clusters, e.g., careers in construction, clerical occupations, etc.

✱ Manpower and Immigration. *Creating a Career*. Prince Albert, Sask.: 1976.

This is a program for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills.

✱ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

✱ Margeson, B. *Mind Your Own Business – It's Your Career*. Kitchener, Ont.: Cober Printing Service, 1975.

This booklet is based mainly on interviews with employers in Ontario and outlines procedures for completing the application form, the interview, the job hunt, etc.

McDaniels, Carl. *Finding Your First Job*. Boston: Houghton Mifflin, 1975.

Finding the first job is stressed in this students' book. A leader's guide is also available.

✱ Morris, Joan. *Careers Today*. Toronto: McClelland & Stewart, 1969.

The intent of this book is to help the adolescent to choose a career goal worthy of himself and his potential.

✱ Parmenter, M. D. *You and Your Workways*. Toronto: The Guidance Centre, 1968-72.

The improvement of workways in relation to school and to employment is dealt with in this text.

✱ Parmenter, M. D., and Gotlib, Howard. *Your Further Education*. Toronto: The Guidance Centre, 1972.

The topics covered include the nature and importance of education, finances, post-secondary education and apprenticeships.

Report of a Special Task Force to the Secretary of Health, Education, and Welfare. *Work in America*. Cambridge, Mass.: M.I.T. Press, 1973.

This report examines health, education, and welfare problems from the perspective of one of our fundamental social institutions-work.

✱ Shack, Sybil. *The Two-Thirds Minority*. Toronto: The Guidance Centre, 1973.

An objective but affectionate look at women in Canada's educational systems.

Task Force of California Educators. *Career Development Monograph No. 5*. Fullerton, Calif.: California Personnel and Guidance Assoc., 1972.

This book describes units or courses at junior and senior high school levels with components, concepts, and goals of the model.

✱ Taylor, E. S. *On The Job*. Toronto: Book Society, 1971.

The author gives practical ideas for students in preparing for employment.

✱ University and College Placement Assoc. *Employment Opportunities Handbook*. Markham, Ont. Annual publication.

This handbook has been compiled primarily as an aid to the graduates of the universities and colleges entering the employment market and to counselors working with high school graduates.

Leisure

✱ Bedal, C. L. *What Can I Do This Summer?* Toronto: The Guidance Centre, 1977.

This book includes such topics as where to look for jobs, ideas for self-employment, volunteer work, travel, and summer study.

✱ Manpower and Immigration. *The Problem and Needed Life Skills of Adolescents*. Prince Albert, Sask.: 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

✱ Wallace, J. *Tomorrow?* Toronto: J. M. Dent, 1971.

Both large and small groups of senior students will find this textbook useful. It is designed to encourage open-ended discussion.

Life-Styles and Personal Satisfaction

Bottoms, J. E. *Career Education Resource Guide*. Morristown, N.J.: General Learning Press, 1972.

Career education lessons are described for elementary and secondary schools.

Harrison, Phyllis A. *Getting It Together*. New York: Globe Book Co., 1973.

Discusses some of the problems that come into the lives of teenagers and suggests ways they might handle them.

✱ Krumboltz, John D. *Job Experience Kit*. Willowdale, Ont.: Science Research Associates, 1970.

Simulated work experiences in twenty different occupations are presented in this kit.

✱ Manpower and Immigration. *Creating a Career*. Prince Albert, Sask.: 1976.

A program for young adults in the areas of self-assessment, learning about the world of work, making personal career plans, and developing job search skills.

✱ Parmenter, M. D. *You and Your Workways*. Toronto: The Guidance Centre, 1968-72 edition.

The improvement of workways in relation to school and to employment is dealt with in this text.

✱ Silverman, H., et al. *Tomorrow Is Now*. Toronto: Holt, Rinehart and Winston, 1971.

For students who are seriously asking questions not only about their own feelings, attitudes, and relationships to others, but about their parents, their society, and their world.

✱ Wallace, J. *Tomorrow?* Toronto: J. M. Dent, 1971.

Both large and small groups of senior students will find this textbook useful. It is designed to encourage open-ended discussion.

On-the-Job Experiences

✱ The Guidance Centre. *Guidance Centre Occupational Monographs*. Toronto. Dates of publications vary. A series of monographs written for Canadian secondary school students to provide them with up-to-date information about occupations in Canada.

✱ Parmenter, M. D., *You and Your Workways*. Toronto: The Guidance Centre, 1968-72 edition. The improvement of workways in relation to school and to employment is dealt with in this text.

✱ Parmenter, M. D., and Gotlib, Howard. *Your Further Education*. Toronto: The Guidance Centre, 1972. The topics covered include the nature and importance of education, finances, post-secondary education, and apprenticeships.

✱ Taylor, E. S. *On the Job*. Toronto: Book Society, 1971. The author gives practical ideas for students in preparing for employment.

Personal Development and Leadership Training

Belka, Brother Marion F. *Involvement*. Milwaukee, Wis.: Bruce Publishing Co., 1968.

A student handbook and group leader's manual with sections on student leadership and personal-social development.

Gulley, H. E., and Biddle, P. R. *Essentials of Group Discussion*. New York: Holt, Rinehart and Winston, 1967. This booklet is concerned with effective communication in the framework of discussion.

Hawley, R., and Hawley, I. *A Handbook of Personal Growth Activities for Classroom Use*. Amherst, Mass.: Education Research Associates, 1972. Stresses active involvement, the fostering of creative thinking and collaboration, rather than competitive efforts.

Johnson, David W. *Reaching Out*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Provides the theory and exercises for the development of interpersonal skills.

Reichert, Richard. *Self-Awareness Through Group Dynamics*. New York: Cebco Pflaum, 1970.

Presents insights into areas of critical concern for the personal development of high school students.

Schultz, W. C. *Joy: Expanding Human Awareness*. New York: Grove Press, 1967.

Various approaches and techniques are described for maximizing human growth.

Stanford, G., and Stanford, B. *Learning Discussion Skills*. New York: Citation Press, 1969.

Some of the skills necessary for becoming an effective group member are outlined together with a sequence of skill-building games and activities.

Stevens, John. *Awareness: Exploring, Experimenting, Experiencing*. Moab, Utah: Real People Press, 1971.

An experiential program is described focusing on one's awareness and sense of discovery.

Credit Course in Career Development

American College Testing Program. *The Assessment of Career Development*. Boston: Houghton Mifflin, 1974. This is an individual student-centred assessment program for use in career guidance. It was developed by the American College testing program.

✱ Austin, S. L. *How to Choose Your Career-Field*. Burlington, Ont.: Educational Progress Ltd., 1974. This is an experimental do-it-yourself booklet designed for senior students.

Bottoms, J. E. *Career Resource Guide*. Morristown, N.J.: General Learning Press, 1972.

Career education lessons are described for elementary and secondary schools.

✱ Department of Education, Manitoba, Student Personnel Services. *Counselor's Resource Book for Groups in Guidance*. Winnipeg: Department of Education, Province of Manitoba, 1972. A resource book for counsellors, well-indexed and complete with references. Suggestions are offered to help counsellors to structure their own groups.

Distributive Educators and Counsellors. *Suggested Teaching-Learning Approaches for Career Development in the Curriculum*. St. Paul, Minn.: University of Minnesota Press, 1968.

An attempt is made to supply classroom teachers with concrete teaching aids for presenting important concepts of self and community.

Educational Technology Publications. *Educational Technology*. Englewood Cliffs, N.J.: 1974.

Contains a special section on career education.

Eric Counselling and Personnel Services. *Impact*, vol. 3, nos. 3-4. Ann Arbor, Mich.: 1974-75.

This special issue of *Impact* is called "Shedding Light on Career Development".

Feingold, N., and Swerdloff, S. *Occupations and Careers*. New York: McGraw-Hill, 1968.

Designed for courses in careers and as a reference for counsellors and students.

Friel, Theodore W., and Carkhuff, Robert R. *The Art of Developing a Career*. Amherst, Mass.: Human Resource Development Press, 1974.

Based upon the phases of learning – exploration, understanding, and action – this guide develops programs for expanding career alternatives, narrowing career alternatives, and developing a career program.

Gelatt, H. B., et al. *Deciding*. New York: College Entrance Examination Board, 1973.

This student's workbook and teacher's guide is designed to help younger high school students with career exploration and value clarification.

Gelatt, H. B., et al. *Decisions and Outcomes*. New York: College Entrance Examination Board, 1973.

This sequel to *Deciding* is a decision-making curriculum intended to help older high school students. A leader's guide is also available.

✱ Harvey, E. B., and Slaght, M. *An Evaluation of the Career Development Credit Course*. Toronto: Ontario Institute for Studies in Education, 1975.

This study was undertaken for the general purpose of evaluating how successfully the Career Development Credit Course is preparing students for further education or for the labour market.

McClure, L., and Buan, C., eds. *Essays on Career Education*. Portland, Oreg.: Northwest Regional Educational Laboratory, 1973.

Different contributors deal with topics related to career education.

National Assessment of Educational Progress. *Objectives for Career and Occupational Development*. Denver, Colo.: 1971.

The educational objectives for the area of career and occupational development are presented for 9-, 13- and 17-year-olds and young adults.

Shertzer, Bruce E. *Career Exploration and Planning*. Boston: Houghton Mifflin, 1973.

Designed as a textbook for courses or units that present information and involve students in educational and occupational orientation, exploration, and planning.

———. *Teacher's Guide to Group Vocational Guidance*. Cambridge, Mass.: Bellman Publishing Company, 1971.

A sample program in vocational guidance applicable to many situations.

Task Force of California Educators. *Career Development Monograph No. 5*. Fullerton, Calif.: California Personnel and Guidance Assoc., 1972.

Describes units or courses at junior and senior high school levels with components, concepts, and goals of the model.

Tolbert, E. L. *Counselling for Career Development*. Boston: Houghton Mifflin, 1974.

This book stresses career guidance and accountability, and is designed to help with decision making and the successful transition to work.

☛ University and College Placement Assoc. *Employment Opportunities Handbook*. Markham, Ont.: 1974-75.

Compiled primarily as an aid to university and college graduates entering the employment market, and counsellors working with high school graduates.

Wysong, Eugene. *Career Education Program*, vol. 3. Boston: Houghton Mifflin, 1973.

The purposes of this sourcebook is to provide career materials and procedures which are useful in helping senior students.

Systems Planning Model

Gerhard, Muriel. *Effective Teaching Strategies with the Behavioural Outcomes Approach*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

This practical guide to the behavioural outcomes approach details procedures that can be readily applied to individual situations.

National Assessment of Educational Progress. *Objectives for Career and Occupational Development*. Denver, Colo.: 1971.

The educational objectives for the area of career and occupational development are presented for 9-, 13- and 17-year-olds and young adults.

Read, D., and Simon, S. *Humanistic Education Source book*. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Readings by major figures in the humanistic education movement are included in this volume.

Shertzer, Bruce, and Stone, Shelley, eds. *Fundamentals of Guidance*. Third edition. Boston: Houghton Mifflin, 1976.

An up-to-date survey of the field of guidance.

———. *Career Information and Development - Series IV*. Boston: Houghton Mifflin, 1970.

This monograph series contain 8 books dealing with various aspects of career development.

Task Force of California Educators. *Career Development Monograph No. 5*. Fullerton, Calif.: California Personnel and Guidance Assoc., 1972.

Describes units or courses at junior and senior high school levels with components, concepts and goals of the model.

Resources

National Assessment of Educational Progress. *Objectives for Career and Occupational Development*. Denver, Colo.: 1971.

The educational objectives for the area of career and occupational development are presented for 9-, 13- and 17-year-olds and young adults.

Evaluation

Carkhuff, R. *Helping and Human Relations*. Vols. 1 and 2. New York: Holt, Rinehart and Winston, 1969.

In these two volumes, Carkhuff deals with all phases of effective helping programs.

Other Publications

Annual Wage and Salary. Ottawa: Department of Labour. Annual publication.

Canada Year Book. Ottawa: Queen's Printer. Annual publication.

Canadian Occupational Interest Inventory. Ottawa: Manpower and Immigration.

GATB (General Aptitude Test Battery). Ottawa: Manpower and Immigration.

Ontario Hospital Association. *Educational Requirements and Schools of Study for Health Careers*. Don Mills, Ont.: 1974.

Ontario Ministry of Colleges and Universities. *Horizons*. Revised annually.

Ontario Ministry of Colleges and Universities. *Nursing*. Toronto: 1975. A description of basic programs in nursing education in Ontario for 1976/77. Includes admission requirements and selection procedures.

Ontario University Registrars' Association. *Info*. Revised annually.

Report of the Royal Commission on the Status of Women in Canada, 1970. Ottawa: Queen's Printer.

Ontario Department of Labour, Women's Bureau Publications:

1. *What, Why, How* (leaflet). Outlines programs of the Women's Bureau, including legislative responsibilities.
2. *Two Out of Five Women Work*. Some interesting facts about the province's female work force.
3. *Women in the Labour Force*. A series of fact sheets: Fact and Fiction; Basic Facts; Labour Unions; Child-Care; Education.
4. Current reading list:
 - a) *Affirmative Action for Women in Employment and Academia*.
 - b) *The Counsellor's Role in the Career Counselling of Female Students*.
 - c) *Factors in the Career Choice of Female Students*.
 - d) *Sex Stereotyping in Children's Books, the Media, and Elementary Education*.

5. *Ontario Labour Legislation of Interest to Working Women*. Summarizes Ontario labour legislation with special emphasis on those provisions which affect women. Also available in French, Greek, Italian, Portuguese, and Spanish.

6. *Pregnancy Leave in Ontario*. A brochure providing information for employers and employees concerning the legal requirements for pregnancy leave.

7. *Law and the Woman in Ontario*. A brochure providing information for employers and employees concerning the legal requirements for pregnancy leave.

8. Reprints from the booklet *Law and the Woman in Ontario*: Dissolution of Marriage; Support; Property.

9. *Labour Law in Action*. Six case studies of women who made use of labour legislation to counter discriminatory treatment.

10. *The Job Search*. Helpful hints on how to find a job.

11. *Career Selector*. Information on the training requirements and opportunities in a wide range of careers: Business, Finance and Office; Health and Paramedical; Community Services and Education; Science and Technical; Communication and Creative Arts; Services and Retailing.

12. *You're a What?* Brochure series: 1968 – Features 10 young women in non-traditional careers ranging from forester to graphic designer.

1969 – Same as above, featuring health and paramedical careers.

1970 – Same as above, in the field of science and technology.

13. *But What Else Can a Girl Be?* A collection of recent newspaper stories about young women who have proceeded into a wide spectrum of non-traditional career opportunities.

Periodicals

Canadian Counsellor

Canadian Guidance and Counselling Association,
c/o Faculty of Education,
University of Ottawa,
Ottawa, Ontario.

Career World

Career World,
501 Lake Forest Avenue,
Highland, Illinois 60040,
U.S.A.

Comment on Education

The Guidance Centre,
Faculty of Education,
University of Toronto,
1000 Yonge Street,
Suite 304,
Toronto, Ontario.
M4W 2K8

Counsellor Education and Supervision

American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

Counsellor's Information Service

B'Nai B'Rith Vocational Service,
1640 Rhode Island Avenue N.W.,
Washington, D.C. 20036,
U.S.A.

Elementary School Guidance and Counselling

American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

Focus on Guidance

Love Publishing Company,
6635 East Villanova Place,
Denver, Colorado 80222,
U.S.A.

Guidance Clinic

Parker Publishing Co. Inc.,
West Nyack, New York 10994,
U.S.A.

Involvement (The Journal of Success-Oriented Education)

Involvement,
12011 San Vicente Boulevard,
Los Angeles, California 90049,
U.S.A.

Journal of Applied Behavioural Science

NTL Institute for Applied Behavioural Science,
1201 16th Street N.W.,
Washington, D.C. 20036,
U.S.A.

Journal of Counseling Psychology

The American Psychological Association, Inc.,
Washington, D.C. 20036,
U.S.A.

Measurement and Evaluation in Guidance

American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

Personnel and Guidance Journal
American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

School Counsellor

American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

School Guidance Worker

The Guidance Centre,
Faculty of Education,
University of Toronto,
1000 Yonge Street,
Suite 304,
Toronto, Ontario.
M4W 2K8

Vocational Guidance Quarterly

American Personnel and Guidance Association,
1607 New Hampshire Avenue N.W.,
Washington, D.C. 20009,
U.S.A.

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